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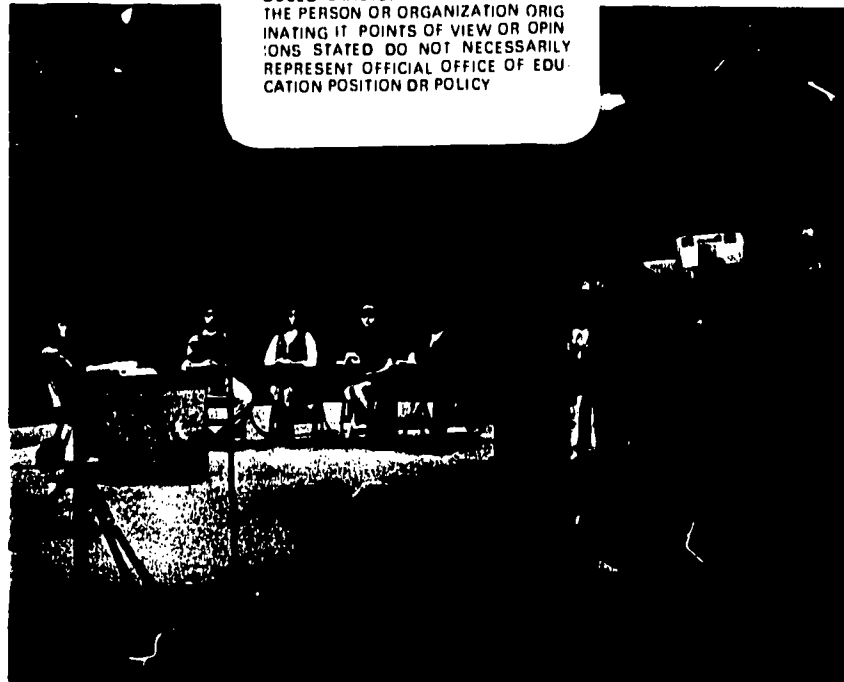
ABSTRACT

This is a report of activities on an adult education television program, conducted by San Diego Community Colleges, in cooperation with TV Channel KFMB in San Diego, California, during the school year, October, 1970 through June, 1971. The report begins with a history of the program, begun in 1951, and which has presented 174 courses since then. These include Spelling and Vocabulary, Russian, Black History, Practical Legal Problems, Oceanography, History of California, 20th Century Poetry. This 1970-1971 report outlines the Future of TV Classroom, Publicity, Course Requirements for Credit Students, Registrations, Expenses of TV Classroom, and describes courses in each of the four series given in the year. Several favorable comments from viewers are presented. (NF)

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TV CLASSROOM IN COLOR

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DIVISION OF ADULT EDUCATION

SAN DIEGO COMMUNITY COLLEGES

T V C L A S S R O O M

(Adult Education Television 1952 to 1971)

R E P O R T O F 1 9 7 0 - 1 9 7 1 S C H O O L Y E A R

Division of Adult Education
San Diego Community Colleges
San Diego, California 92101

in cooperation with

KFMB - TV, Channel 8
San Diego, California 92101

Dr. Thomas L. Goodman, Superintendent
San Diego Unified School District

Mr. Charles W. Patrick, Associate Superintendent
San Diego Community Colleges

Mr. Judson P. Bradshaw, Director
Division of Adult Education and Community Services

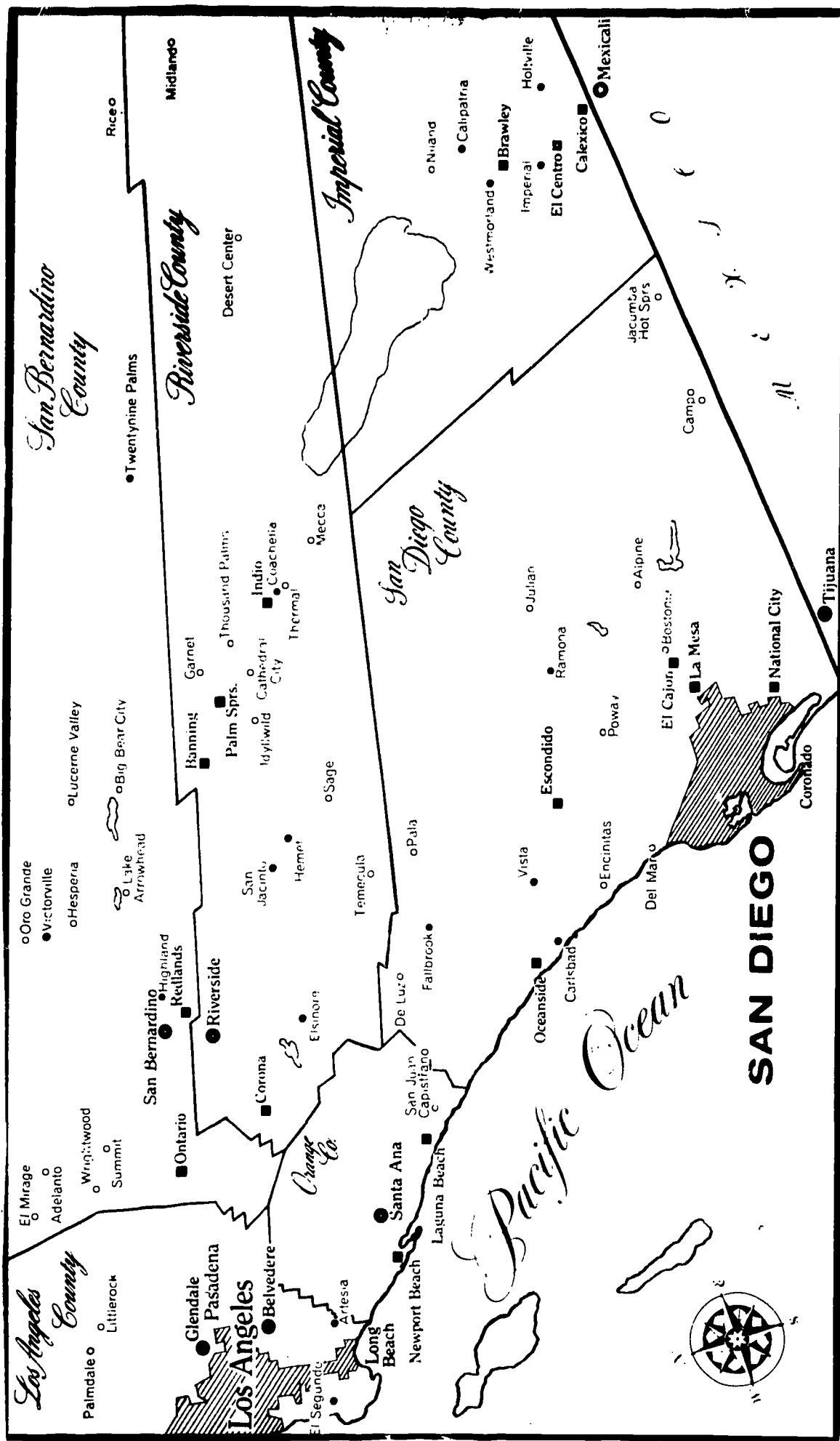
Ms. Ava Rubenstein, TV Coordinator
TV CLASSROOM

A C K N O W L E D G E M E N T S

It is Annual Report Time again for the 1970 - 1971 school year. This year was unique in that we did many innovative things in Educational Television in San Diego. Some courses were offered for the first time, such as "The Black American in United States History" and "English as a Second Language." The instructors had a brief training program in order to acquaint them with television techniques. We think that this school year marks the most exciting year yet for TV CLASSROOM. We hope you feel this way while reading our annual report. Many thanks are due to the following people: Judson P. Bradshaw, Director of Adult Education and Community Services - for letting me have the freedom to express my ideas; Morrel Clute, Television Director at TV-8, - for directing with patience and creativity; the TV CLASSROOM instructors - for putting effort and love into teaching their courses; City Schools Artist Dick Sauders, - for illustrating this report; City Schools Photographer Bob Ries - for taking the pictures; and most of all to everyone at KFMB-TV, Channel 8 - for making TV CLASSROOM a reality.

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KFMB-TV/8

A MAP OF THE AREAS REACHED BY TV-8

HISTORY OF TV CLASSROOM
WITH
CHANNEL 8 COOPERATION

TV CLASSROOM was first developed in the 1951-52 school year by the Division of Adult Education of the San Diego Community Colleges and has been presented each year since that date. The first classes were shown on KFMB-TV, Channel 8 without any previous knowledge or information of ;what had been initiated by other school districts in the educational television field. From these pioneer telecasts has grown the largest program geared to educating adults at the high school level through television in the country.

TV CLASSROOM has been presented with very little expense to the district and provides a much needed service to the community. As has been mentioned previously, KFMB-TV, Channel 8, has assumed all costs directly related to the taping of TV CLASSROOM. This would include use of the television studio twice a week, use of two color cameras, services of two cameramen and one director, an audio man, supply of raw tape, services of one announcer and all the other technicians who are involved in the production of a television show. Without this tremendous contribution, the costs of the program would be prohibitive.

In 1956, KOGO-TV, Channel 10, joined TV-8 in presenting TV CLASSROOM for that one school year. The stations furnished technical assistance and provided the television time on a public service basis.

Nine courses, usually ten weeks in duration, are offered on TV-8 from October through June during the school year. This year we pre-presented a special summer series repeating 2 of the classes shown the previous year and adding one new class. Classes have been scheduled on almost every day of the week except Sunday during the past 19 years. Beginning in 1964-65, shows were replayed on Monday, Wednesday, and Friday, as well as televised on Saturday mornings. Occasionally, a non-credit class is offered if it is timely and of interest or need to the general public. Some years ago, a Civil Defense course was offered during the time our national security was being threatened. This year we presented E.S.L. classes to aid foreign-born viewers.

At the end of the nineteenth year on local television, TV CLASSROOM will have presented 174 courses since the program began. These classes have included such subjects as Spelling and Vocabulary, Russian, Black History, Practical Legal Problems, Oceanography, History of California, 20th Century Poetry.

Since 1964-65, TV-8 has donated three hours weekly for televising TV CLASSROOM. Their offer to replay the Saturday shows has been greatly appreciated by the students. It has enabled students to choose a viewing time or allowed them to watch the shows twice for increased educational benefit. This year the shows were taped every evening of the week according to the availability of the teachers of each session. Occasionally TV CLASSROOM was pre-empted by a special program. TV-8 graciously rescheduled the missed pre-empted show.



Judson P. Bradshaw
Director, Division of Adult Education
Community Services

Ava Rubenstein
TV CLASSROOM Coordinator



Morrel Clute
Television Director, TV-8



FUTURE OF TV CLASSROOM

In the past, TV CLASSROOM programs have followed the traditional practices of teaching. Many of the instructors taught the classes as they would teach a regular class in the classroom. These teachers were not trained to teach on television - a medium that is 80% visual. They employed the same techniques that would be effective in a classroom situation on television. Last year, the possibility of an orientation program for future TV teachers was discussed to remedy this problem. This year, an inservice workshop was held in August to prepare TV CLASSROOM teachers for teaching on television. Topics covered included an introduction to terms used in taping a television show, development of ideas concerning television teaching, and an introduction to script writing as well as successful and effective use of visuals aid. Dramatic technique and voice projection were also discussed. Dave Fountain, TV Specialist of the Project Step-Up worked closely with the TV Coordinator in the formulation of this special training program. Mr. Fountain provided his specialized services and knowledge in the area of television communication and production as well as the Project Step-Up studio facilities for the benefit of those involved in this workshop.

The TV Coordinator has conferred with various personnel from Channel 15, among others, and has gained valuable information as to the production of educational television shows. She has attended workshops, notably the Western Educational Society for Telecommunications in which techniques and equipment availability was noted for future use.

An article is now in the preparation stages for proposed publication in an educational television magazine concerned with our Adult TV programs.

A possibility is still here for a grant that would enable us to work with Channel 15 in producing educational TV programs.

This year, we have purchased two complete TV CLASSROOM series produced by TV-8, E.S.L and another series yet undecided. We have already replayed E.S.L. this summer for the benefit of the Non-English speaking audience.

Courses for next year will include the fourth, fifth and sixth segments of the Art series which will emphasize drawing and beginning and advanced oil painting. A Cultural History of California class is planned which will make up of many original documents. In addition, a speech and drama class, Spanish for travel, practical math, nutritional cooking, and a course dealing with the forgotten American, the Asian-American will be offered.

If community service funding or grants are available in the future, a considerable improvement in both program content and materials available will be evidenced. We are looking forward to the future. This year we have done many innovative things - Next year, who knows?

PUBLICITY

News releases describing new courses are sent to all local newspapers, and spot announcements are distributed to radio stations. TV-8 has cooperated with us in scheduling special 30-second promotions for TV CLASSROOM, which are aired whenever the station has a free spot. TV-8 lists the scheduled times of TV CLASSROOM in the "TV Guide."

Ava Rubenstein, TV Coordinator, has been interviewed by "The San Diego Union," concerning the TV CLASSROOM programs of each new series.

News releases concerning specific courses, such as English as a Second Language, Black History, Geology, Oceanography, and others are sent to newsletters of specific community action groups concerned with the subject matter of the particular course.

Four hundred posters advertising TV CLASSROOM are circulated throughout the community and surrounding cities.

Brochures describing each of the courses are sent out to about 3,000 persons on our permanent mailing list, and another 17,000 are distributed to civic and community centers, supermarkets, shopping centers, banks, libraries, etc. This procedure is followed for all four series each year. Registration blanks for each course are included in these brochures and should be sent to the TV office with the registration fee.

TV CLASSROOM has received special attention in specific newspaper columns and television shows. Don Freeman, radio and television columnist for "The San Diego Union," mentioned our series in his column. Mel Knoepp, host of TV-8's "Sun-Up," has had a few of our teachers for guests on his daily show. Bill Gookin, instructor of "The Not So Solid Earth," a geology course on TV CLASSROOM, appeared on "Sun-Up" to discuss the possibility of an earthquake in San Diego. TV-8 also advertised this course in "TV Guide."

This summer, the Division of Adult Education will tape a one-hour radio show that will be broadcast in early September on "The Don Brock Show" on KFMB Radio. The panelists on the show will discuss many adult education programs in general, including TV CLASSROOM.

We have contacted the news editors and directors of many of the television stations and are hoping for more panel shows and publicity for TV CLASSROOM and adult education for next year.

The annual report is written by the TV Coordinator and is circulated to many educators, colleges, and agencies throughout the world. We are interested in letting people know what we have done and are doing in educational television for adults. We hope that the people reading this report will write us for more information or send us comments on what they think of our experiments in educational television. Also, we are interested in what other agencies are doing in this field.

COURSE REQUIREMENTS

FOR

CREDIT STUDENTS

All of the TV CLASSROOM courses are set up following an adult education course of study outline and offer one elective adult school credit per course to adults who satisfactorily meet all of the following requirements:

Registrations for credit students must be received before the third telecast. The textbook and all materials required for the course will be furnished upon receipt of the registration fee. All credit students are required to keep a notebook with the following information included therein:

1. Notes on each telecast.
2. All written assignments given by the instructor.
3. Special report or book report - if required by the instructor.

The notebooks are a requirement of the course and no student will receive a grade unless this notebook is turned in with the final examination.

Many students do extra work and may include this in their notebooks. In the past, students have included clippings from newspapers, magazines, reports of a field trip they have attended that discusses the same subject matter as the TV CLASSROOM course, or notes taken from a television show that has something to do with their TV CLASSROOM course.

A mid-term open-book examination will be sent to the students after five weeks and must be returned within one week. This exam is sent back to the students, graded, before they take the final exam.

The final examination will be given on the Saturday following the tenth telecast. A passing grade on the examination is required.

The mid-term and final grade are averaged in for the course grade. The notebook is used in case the student is on the borderline. For instance, if a student received a D on the mid-term and a C on the final, and received a + on the notebook, (a + is good, a ✓ is average, and a - is below average), he would receive a C in the course.

REGISTRATIONS

TV CLASSROOM registered 1506 students for the 9 courses offered during the regular school year. This is an increase of 760 students over last year. In addition, we received many calls and letters from people of the community stating that they had watched our shows just for their own enjoyment. Examples of these letters are included in this report.

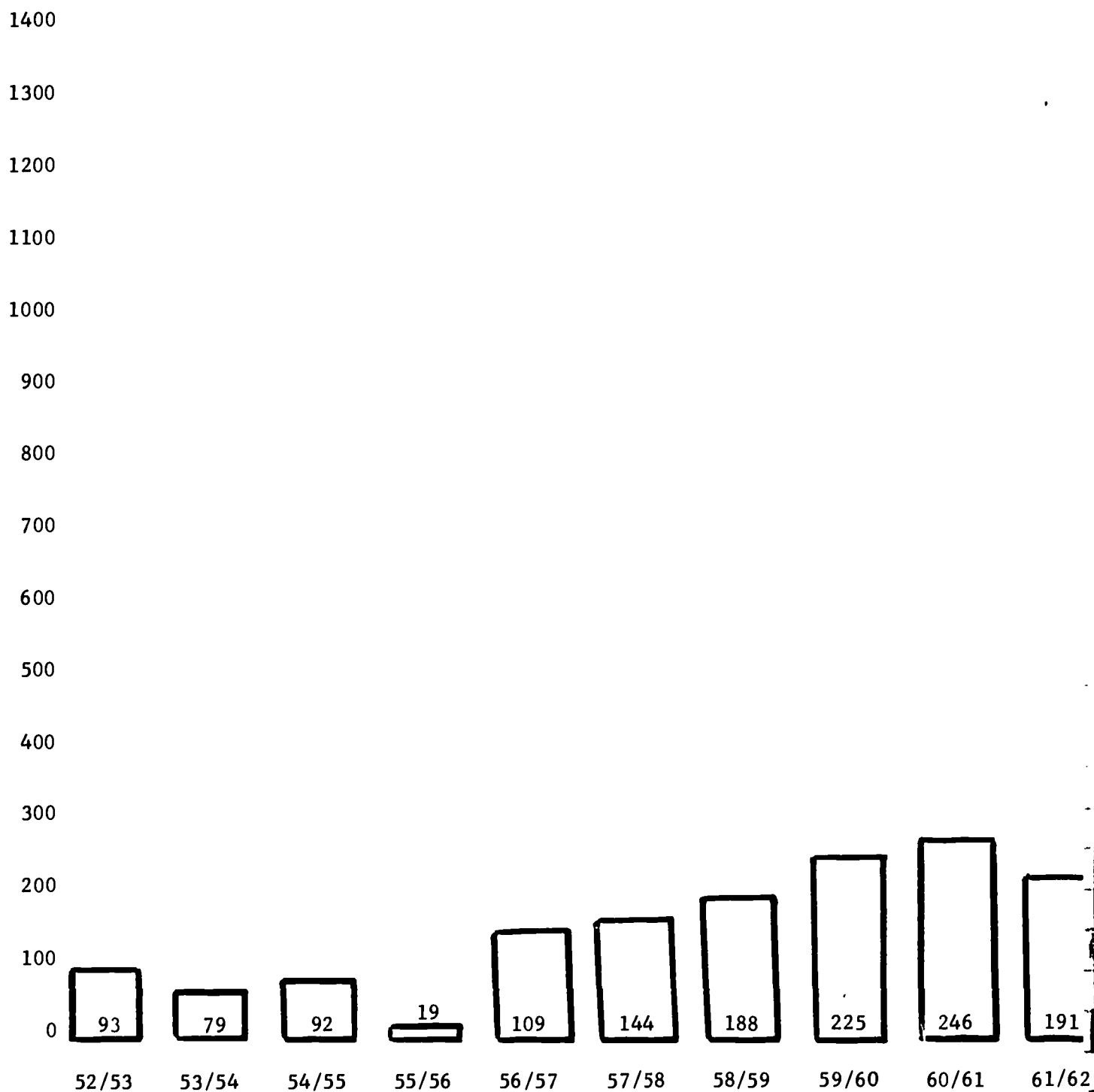
A special summer session of TV CLASSROOM was offered this year. We registered 336 students for the 3-course series.

Fee Breakdown for the 1970-71 Series

- A. Students 17 years of age and under who are working for high school credit are not charged a fee. These students are referred by home teachers and private schools, but in some cases the students are referred by either neighbors taking the courses or by parents who happen to catch the course on television.
- B. Students from 18 to 21 years of age pay a \$2.00 book fee.
- C. Adults over 21 pay \$4.00 -- \$2.00 book fee and \$2.00 course fee.
- D. Students on welfare or on unemployment are exempt from the fees on the recommendation of their counselor. In many cases, students enrolled on a "hardship" basis do pay for the cost of their TV courses when they are in a position to do so.
- E. Art students pay \$2.00 for each manual, then have to purchase their own materials.

HISTORICAL CHART OF REGISTRATIONS

TV CLASSROOM from 1952 to 1971



1800

1700

1600

1500

1400

1300

1200

1100

1000

900

800

700

600

500

400

300

200

100

0

62/63

63/64

64/65

65/66

66/67

67/68

68/69

69/70

70/71

REGISTRATIONS FOR 1970 - 1971

FIRST SERIES FROM SEPTEMBER 26, 1970 TO DECEMBER 11, 1970

Drawing as a Basis for Applied Art	318 enrolled	78 credit
The Ocean World	139 enrolled	117 credit
The Black American in U.S. History	116 enrolled	104 credit

SECOND SERIES FROM JANUARY 9, 1971 TO MARCH 19, 1971

Sculpture for Home and Recreation	207 enrolled	42 credit
The Buying Game	87 enrolled	66 credit
English as a Second Language: Beginning	207 enrolled	-----

THIRD SERIES FROM MARCH 27, 1971 TO JUNE 4, 1971

Painting with Pastel	241 enrolled	57 credit
The Not So Solid Earth	102 enrolled	74 credit
Challenger of Tradition: The Poet	89 enrolled	65 credit

SUMMER SERIES FROM JUNE 7, 1971 TO AUGUST 13, 1971

Painting with Pastel (repeat)	71 enrolled	11 credit
Endangered Marine Mammals	33 enrolled	22 credit
English as a Second Language: Beginning (repeat)	232 enrolled	-----

EXPENSES OF TV CLASSROOM

TV CLASSROOM is produced at a nominal cost to the district with the registration fee covering a portion of the expenses. The following is a breakdown of expenses for the school year 1970 - 1971.

School Year - 3 Sessions

Expenses

TV CLASSROOM Coordinator - $\frac{1}{2}$ time salary	\$ 3,600.00*
Television Instructors	2,954.55
Mileage for TV Coordinator	355.10
Instructional Aids, Supplies and Postage	2,955.88
Textbooks	2,740.40
Publicity	1,588.25
Secretarial, Clerical and Miscellaneous Help	<u>2,697.67**</u>
COST OF PROGRAM	\$ 16,891.85

Income

Income from Registrations and Miscellaneous Credit	3,308.81
TOTAL COST OF TV CLASSROOM TO SCHOOL DISTRICT	\$ 13,583.04

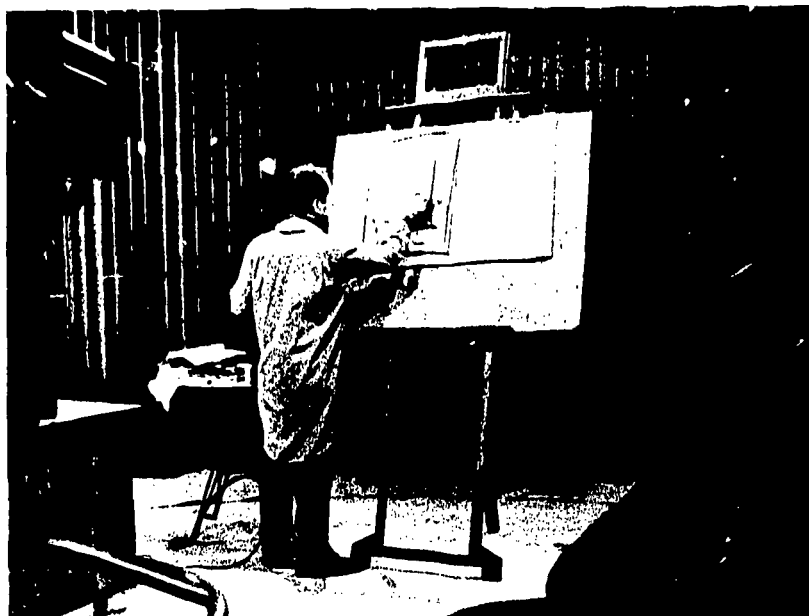
(NOTE: *Total from Community Service Budget **\$1,938.02 from Community Service Budget)
Summer - 1 Session

Expenses

TV CLASSROOM Coordinator - hourly salary	\$ 815.85*
Television Instructors	250.00
Mileage for TV Coordinator	50.00
Instructional Aids, Supplies and Postage	245.35
Textbooks	451.33
Publicity	368.65
Secretarial, Clerical and Miscellaneous Help	<u>773.44</u>
COST OF PROGRAM	\$ 2,904.62

Income

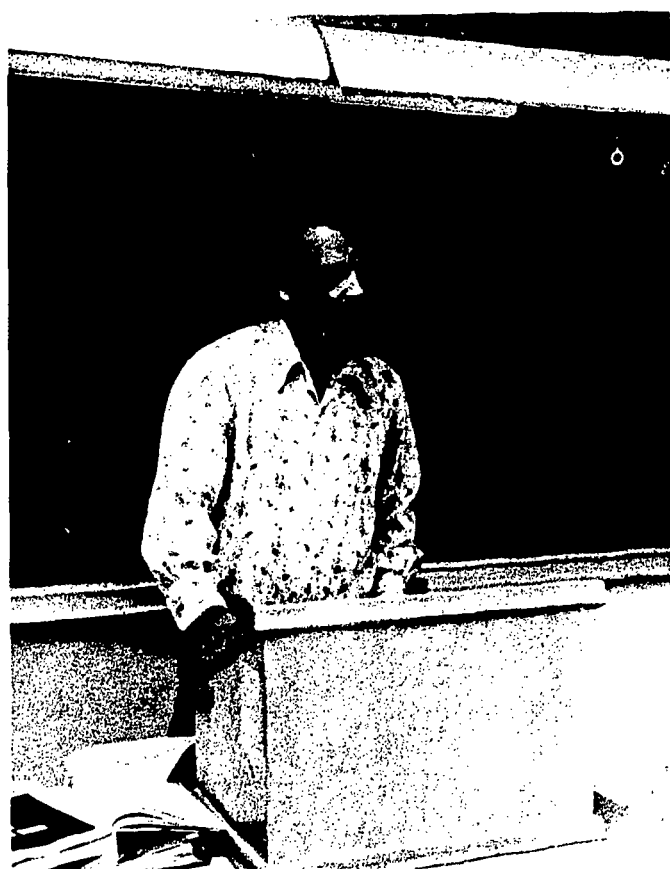
Income from Registrations and Miscellaneous Credit	331.14
TOTAL COST OF SUMMER SESSION TO SCHOOL DISTRICT	13 \$ 2,573.48



Thomas Parker Emery
Drawing As A Basis For Applied
Art



Al Pentis
The Ocean World



Bob Russell

F I R S T S E R I E S

Drawing As a Basis for Applied Art

The Ocean World

The Black American in United States History

DRAWING AS A BASIS FOR APPLIED ART



DRAWING AS A BASIS FOR APPLIED ART

Thomas Parker Emery, Instructor

September 26, 1970 to December 11, 1970

Description of Course

"In this introductory drawing course, Mr. Emery will discuss and illustrate the seven lively arts, visual communication through the plastic arts, the six orders of art and their applications, drawing in the home, industrial and commercial designs, types of dimensional drawings, and drawing applied to sculpture. This is the first course of a two year series in art, which will include courses in sculpture, pottery, painting, and practical decorative art for the home."

I am very pleased to write the descriptions of the three art courses offered this year. This presentation of the series of six courses that were chosen to cover a two year period was the first time TV CLASSROOM had ever attempted to continue a series for this length of time. The courses were drawing, sculpture, and pastel painting - which were presented this year, and advanced drawing, beginning and advanced oil painting - which are to be presented next year. Mr. Thomas Parker Emery, a local artist and teacher of art, taught this series. And I must say that he proved to be the most popular performer we have ever had on TV CLASSROOM. Not a week goes by that we don't receive at least three letters concerning Mr. Emery's teaching, his information or his general performance. Excerpts from some of the letters are listed in the latter part of this report.

The first course of the series, "Drawing as a Basis for Applied Art" produced a record TV CLASSROOM enrollment of 318 students - which was a very small

"Drawing as a Basis for Applied Art"

percentage of the number of people who actually watched the course but did not enroll. Mr. Emery produced an art manual especially written for this course, which the students received. But they had to buy their own art materials at one of the stores listed in the manual.

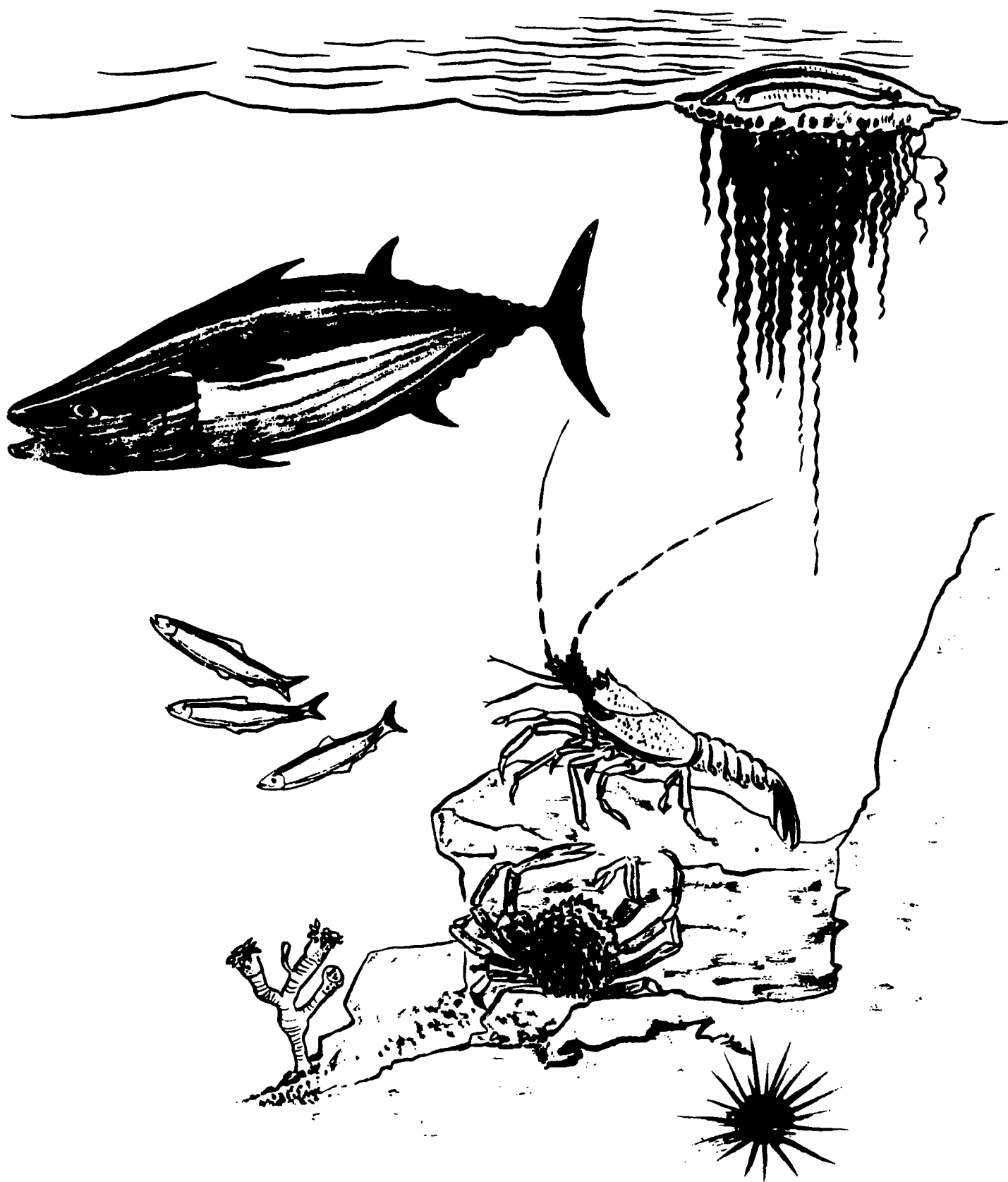
Mr. Emery was a natural for the television medium. He proved to be relaxed, and had no problem in maintaining personal eye contact with the video audience. The instructor aided the students who had black and white sets in that every time he used a different color, he announced the name of the color so the student could at least picture the contrast without actually seeing it.

On the first program, Mr. Emery illustrated examples of the seven lively arts, which include the PLASTIC ARTS (Architecture, Sculpture and Graphics) and the PERFORMING ARTS (Poetry, Drama, Music, and Dance.) He presented examples of each so the viewing audience could visualize the interrelationship of all the types of art.

Some of the other areas covered in this course were (1) the use of line in drawing (2) the use of shading to create illusion (3) the use of the various textures in drawing and (4) the importance of central projection (everything in a picture projects from a focal point in the center of the page).

This course, "Drawing as a Basis for Applied Art," was the ideal course for a television audience. The camera could focus on particular aspects of the drawing, whereas in a classroom, sometimes it is difficult to get up that close. We received so many letters asking us to repeat the drawing course, that next fall, Mr. Emery will teach a course for TV CLASSROOM entitled "Understanding Art Through Drawing."

THE OCEAN WORLD



THE OCEAN WORLD

Al Pentis, Instructor

September 26, 1970 to December 11, 1970

Description of Course

"Even though San Diego is located on the ocean front, many residents do not know the first thing about the ocean other than it is wet, salty, and has fish. In this oceanography course, Al Pentis will discuss the world of the ocean, including both animal and vegetable. He will discuss the possibility of water pollution destroying this life in the ocean, a source of much of our human food supply. Specific topics to be mentioned are dolphins, seals, whales, the California gray whale, plankton, ocean cycles, dangerous marine animals, sharks, fish and bethypelagic fish, kelp and algin."

"The Ocean World," a beginning Oceanography course, was presented to the TV CLASSROOM audience by Alfred L. Pentis, a local teacher, oceanographer and author. As is noted in the course description, San Diego is the perfect area for such a course, for the students may see for themselves the various natural phenomena discussed on this program.

The book, This Great and Wide Sea by R.E. Coker was chosen by Mr. Pentis to be the textbook for this series. The book proved to be a supplement to the information discussed by the instructor, for it provided detailed descriptions. Mr. Pentis proved to be an exciting television teacher, as he was relaxed and at ease in front of the camera. He also proved to have an unending supply of visuals, from charts that diagramed the various parts of a dolphins body to actual samples of plankton, sea stars, whale bones and fish. His presentation also included a section from a film showing a whale giving birth.

"The Ocean World"

Some pertinent information discussed by Mr. Pentis follows: (1) Mussels in San Diego are dangerous to eat from March to October because of Plankton in the water. (2) The food chain in the sea is rather wasteful and it could be said that the system requires about 10,000 pounds of plankton to support one pound of man. (3) The present day's largest toothed creature on earth is the Sperm Whale. (4) Scientific evidence studies have found that sharks show a marked preference for low frequency sounds, bright objects, and fast or running motions. (5) Ancient sharks reached lengths of over 50 feet, but they did not survive to present day probably because of their inability to find adequate food supplies.

This endeavor proved so successful that we asked Mr. Pentis to teach another TV CLASSROOM series entitled "Endangered Marine Mammals," which is described in the latter part of this report.

THE BLACK AMERICAN IN UNITED STATES HISTORY



THE BLACK AMERICAN IN UNITED STATES HISTORY

Bob Russell, Instructor

September 26, 1970 to December 11, 1970

Description of Course

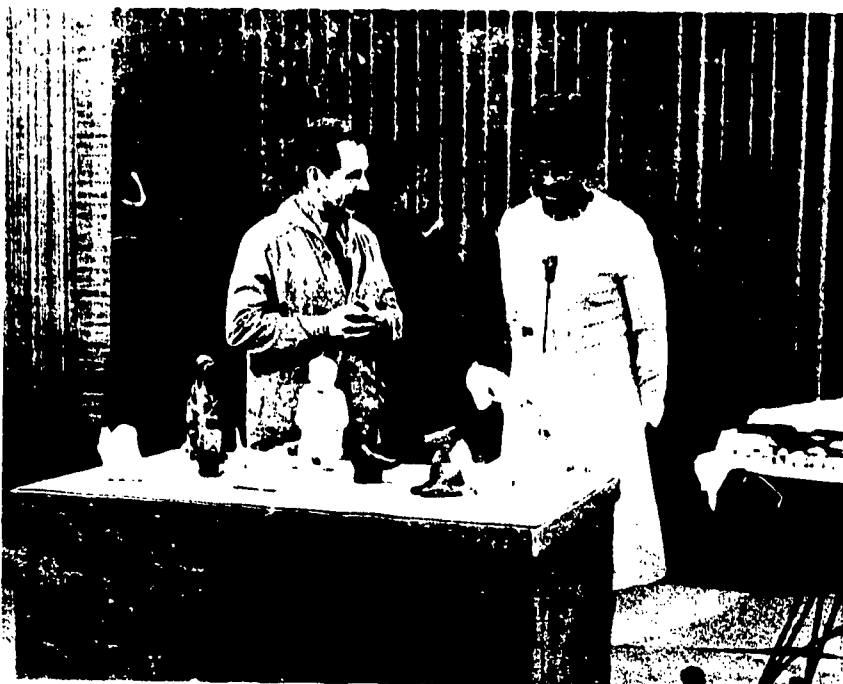
"Did you know that the Black Man arrived in America before the Mayflower? In 1619, twenty Black Men were brought to the settlement of Jamestown, Virginia. This and other little known facts will be discussed by the instructor. He will speak about many myths that surround the American Black Man. He will illustrate how these myths were started and give evidence to indicate their falsity. Other topics to be discussed are Africa, slavery, the role of the Black in the building of America, the Civil War, in reconstruction, as well as the Black Power movement, the voices of protest and the Black in America today."

Even though Black History courses have been offered in our Adult Schools for the past several years, this was the first time a course concerning "The Black American in United States History" had been offered on TV CLASSROOM. We were quite fortunate in having Mr. Bob Russell, an instructor at San Diego Mesa College, as the teacher of this course. Mr. Russell had been teaching the history of the Black man as part of his regular history courses long before it became the thing to do. The course was divided into the following topics: (1) Myths about the Black Man (2) The African Past - the dark continent (3) The Peculiar Institution - slavery (4) The Mark of Oppression - the effects of slavery (5) The Role of the Black Man in the Building of the Nation (6) The Role of the Black Man in the Civil War (7) Black Reconstruction and Black Power (8) The Strange Career of Jim Crow (9) Voices of Protest from Booker T. Washington to Martin Luther King and (10) Black is Beautiful.

"The Black American in United States History"

Mr. Russell chose Before the Mayflower - A History of the Negro in America 1619 to 1964 by Lerone Bennett, Jr. as the textbook. The course was quite visually oriented since the technique of chroma-key (an electronic process whereby the image of a picture is blown up to fill the entire background of the screen) was utilized extensively by the TV-8 technicians. For instance, while the instructor discussed the beginnings of slavery in the United States, a picture of slaves chained together on these slave ships covered the background so the viewer could actually see an illustration of the horrible conditions the instructor was discussing. One lesson was especially interesting since Mr. Russell used slides taken of various sections in the South where "White" and "Colored" signs hung over drinking fountains, rest rooms, and train waiting rooms. This illustrated the idea of "Separate but equal" facilities, which are inherently unequal that cover the South.

For the last lesson, Mr. Russell abandoned his usual lecture format and invited four young Blacks from Mesa and San Diego State to discuss their ideas of the phrase "Black is Beautiful." After the series was completed, Mr. Russell commented that he would like to have had more discussion from various sources on his program. We believe that his format, which was more lecture than discussion, was necessary for the informational type of material. If he had been discussing issues rather than giving facts, a discussion format would have been the best possible method. TV CLASSROOM received many favorable comments on this series. One letter from a Black woman praised the shows and the instructor and added that since she has been learning about the accomplishments of Black people she has felt more pride in what she is.



Thomas Emery

Sculpture for Home and Recreation



Donna Roll

The Buying Game



Alice Gimbrone

English As A Second Language



Lou Beam

The Buying Game

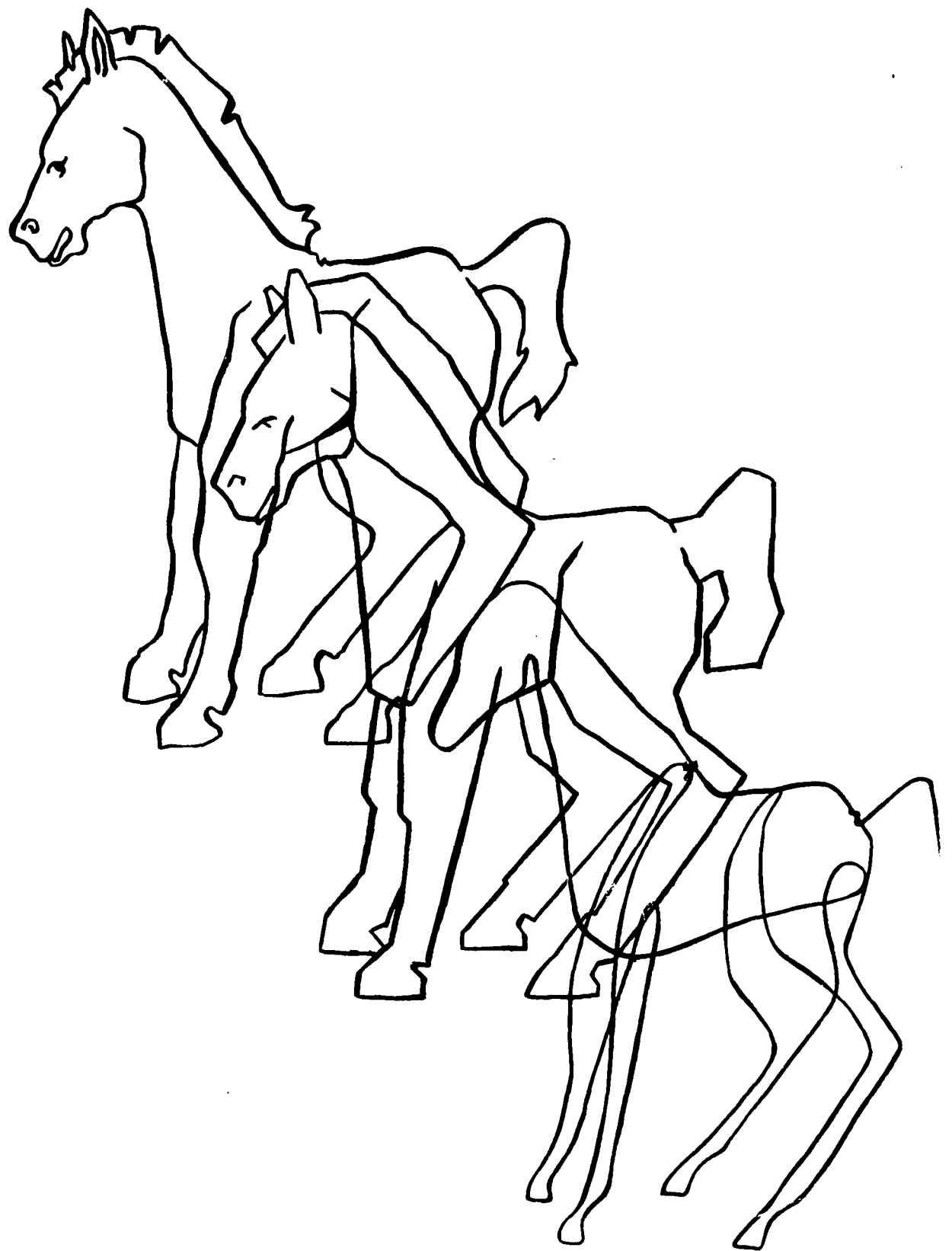
S E C O N D S E R I E S

Sculpture for Home and Recreation

The Buying Game

English As A Second Language

SCULPTURE FOR HOME AND RECREATION



SCULPTURE FOR HOME AND RECREATION

Thomas Parker Emery, Instructor

January 9, 1971 to March 19, 1971

Description of Course

"Mr. Emery will discuss the various materials and tools used in sculpture. He will give description of types and elements of sculpture and teach various methods of clay handling with and without armatures. The students will complete a few works of sculpture by the end of the course."

"Sculpture for Home and Recreation" was the second in the series of Mr. Emery's art courses. For this course as in the drawing course, Mr. Emery produced a manual that each enrollee received. About 200 students enrolled for this course. The drop in attendance was attributed to the fact that we should have placed the sculpture course later on in the series. The idea of sculpture scared many people who would have otherwise taken the next course in the series. Perhaps we should have followed drawing with pastels, oils and then sculpture. Aside from this sculpture proved easier than most people had thought it would. Creating something is frightening to many people, but those that stuck with the course learned that all of us are more creative than we think. Perhaps I should allow Mr. Emery to speak for himself concerning the content. The following information is borrowed from his manual:

(1) The student is to use the elements of drawing suggested in the drawing manual before he attempts to sculpt. "We shall learn physical handling of materials and how to preserve the final specimen we have created. We shall attempt in every way to stimulate you, the student, insofar as your creative abilities are concerned."

"Sculpture for Home and Recreation"

(2) "A sculpture can be worth a thousand words, but first it must be good sculpture. The difference between words and sculpture is primarily the difference between telling and showing. And the sculpture is for the person who is concerned with being shown....it is for those who speak but cannot be heard because of a language barrier." (3) "...Sculpture is made of material found in nature, but only through craftsmanship, knowledge of human behavioral patterns, composition and designs, and the understanding of what it is for, can it become sculpture."

Again in this course, the students had to buy their own materials, which consisted of different types of clay - plastilina, water clay, polyform, and della robbia clay - depending on the type of sculpture they wanted. The remainder of the materials could be found around the house, such as a sponge and hangers for armatures (a skelton like foundation). During the course of each half hour, Mr. Emery completed a few pieces of simple sculpture in clay. The students were supposed to follow along with him and complete their own sculpture. The manual was complete with illustrations of the steps necessary to make a model of various forms - such as a horse and rider and a dog. Some of the sculptures were to be baked in an oven. Others weren't.

A special event of this course was the awarding of prizes to three students who showed the most progress and originality in developing their sculptures. These students were guests on one of the shows. They received the materials for the next course free of charge or a piece of sculpture.

If the instructor accomplished nothing else he did show people that there is a great satisfaction in creating something with ones hands.

THE BUYING GAME



THE BUYING GAME

Donna Roll and Lou Beam, Instructors

January 9, 1971 to March 19, 1971

Description of Course

"Do you want to know how to shop and purchase in order to get the best quality items and save yourself money in the process? This is the aim of Mrs. Donna Roll and Mr. Lou Beam in 'The Buying Game.' They will discuss important subjects such as buying cars, homes, furnishings, insurance, food, clothing, and how to make credit work for you, not against you."

In "The Buying Game" we had another first for TV CLASSROOM. This time two instructors shared in the duties of teaching the public to be better consumers. Lou Beam, an executive at a local savings and loan association and Donna Roll, a dietitian and teacher who made her second appearance on TV CLASSROOM, shared their information with us. The course was aimed at the average citizen, instructing him in such areas as (1) Making your money work for you (2) How to buy an automobile (3) How to buy appliances (4) How to buy a home and (5) What to look for when you consider buying the home. This section of the course was taught by Mr. Beam.

Mrs. Roll covered information concerned with (1) Labeling, packaging (2) The law and you (3) Your shopping dollar (4) Shopping the sales (5) Your buying guides (6) Your clothing dollar (7) How to buy meats, fruits and vegetables (8) How to buy milk, cereals, and beverages (9) Food plans and (10) How to be a smart shopper.

We were handicapped considerably concerning visual aids because we were not allowed to show brand names or products that could be easily identified since

"The Buying Game"

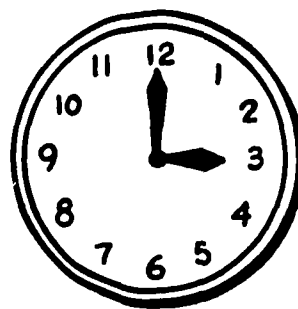
that would be giving free advertising to certain companies. Thus, visuals had to be limited to charts, pictures and products with the brand name covered. Mrs. Roll utilized some products, but she designed her own labels for these.

"The Buying Game" was one of the most practical courses ever offered on TV CLASSROOM. We were quite pleased with the letters and phone calls expressing interest and enthusiasm about this course. Many viewers had specific questions they wanted to ask the instructors about buying and seemed thankful that this information could be received free of charge. Next year we will present courses on nutritional cooking to be taught by Mrs. Roll and consumer math, which will include advice on managing a home and planning a budget.

The following section includes information gained from this course:

- (1) It is possible to receive up to a maximum of 120 days extra interest yearly on your savings.
- (2) The best time to buy a television is during the months of April and May in addition to special discount sales.
- (3) When buying a home, your net monthly income should be at least 4 to 5 times more than your monthly mortgage payment in order to reduce possible financial problems in your household.
- (4) An important aspect of meat selection is learning how to select for quality - tenderness, juiciness and flavor.
- (5) Brown eggs and white eggs have the same amount of nutritive value.
- (6) Shopping lists are very necessary if you want to keep within your household budget.

ENGLISH AS A SECOND LANGUAGE



It is three o'clock.



This is a family.



Throw the ball to me.



I drink coffee.

ENGLISH AS A SECOND LANGUAGE

Alice Gimbrone, Instructor

January 9, 1971 to March 19, 1971
June 11, 1971 to August 13, 1971

Description of Course

"Do you want to learn to speak English? Here is an opportunity to help you begin. The words you need everyday will be taught. The teacher, Mrs. Gimbrone will show you how to pronounce correctly and how to listen to the sounds of English. You will be able to use and understand your new language more each day."

In the nineteen years of TV CLASSROOM'S existence, this was the first time that a program entitled "English as a Second Language" was presented. The course was a beginning level English class taught by Mrs. Alice Gimbrone, an English teacher at Midway Adult School. The textbook chosen was English Step by Step by Ralph Boggs and Robert Dixon. Worksheets for each lesson were prepared by the instructor and the viewer was to complete each worksheet before the TV lesson as Mrs. Gimbrone discussed each worksheet on the air. After five lessons, the student was supposed to send the completed worksheets in to the TV Office for correction. Then after the tenth lesson, the student mailed in his remaining worksheets.

"English as a Second Language" was the first course this year to utilize students. The students were foreign born individuals who were taking English as a Second Language at Midway Adult School. These students responded to Mrs. Gimbrone's questions when the students at home were supposed to do the same. Also these students became the viewers' representatives. Oftentimes the areas they questioned were the areas the viewer at home had problems with. Most of the visuals utilized by the instructor consisted of charts, diagrams

"English as a Second Language"

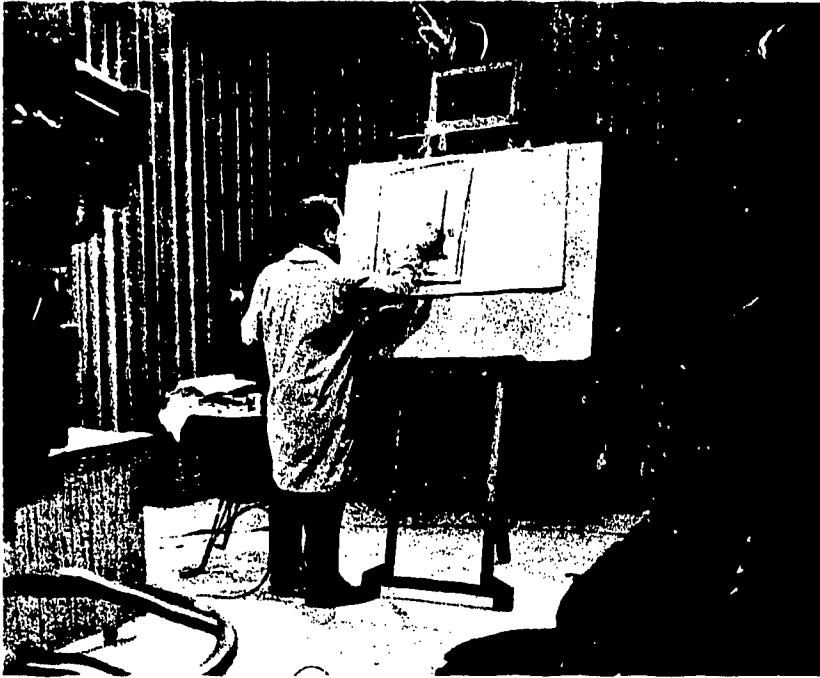
and pictures of objects and people that Mrs. Gimbrone used to illustrate specific grammar and vocabulary exercises. The offering of this course was an attempt to reach the individuals living in and around San Diego, who, for some reason, never learned to speak English. Many English as a Second Language teachers at our Adult Schools watched the course and went over the worksheets in their classes with their students. This television course was used as a supplement to the teaching in the regular classroom. Many community agencies, such as The Chicano Federation, The Inner-City Project, and The Bi-lingual Center co-operated with us in publicizing this course. The Chicano Federation even mailed out about 300 of our brochures. For this English as a Second Language course, we printed our brochures in Spanish as well as English in order to reach the San Diego population that is Spanish speaking.

Some of the basic concepts of English discussed on this program follows:

- (1) How to introduce yourself
- (2) use of the verbs to be to see to have to want to need
- (3) how to use the negative
- (4) how to ask a question
- (5) use of plurals
- (6) use of irregular verbs
- (7) use of word opposites
- (8) expressions of time
- (9) use of prepositions
- and (10) terms of weather.

This course was not offered for credit, but the student could receive some type of credit if he continued his English studies at one of our Adult Schools.

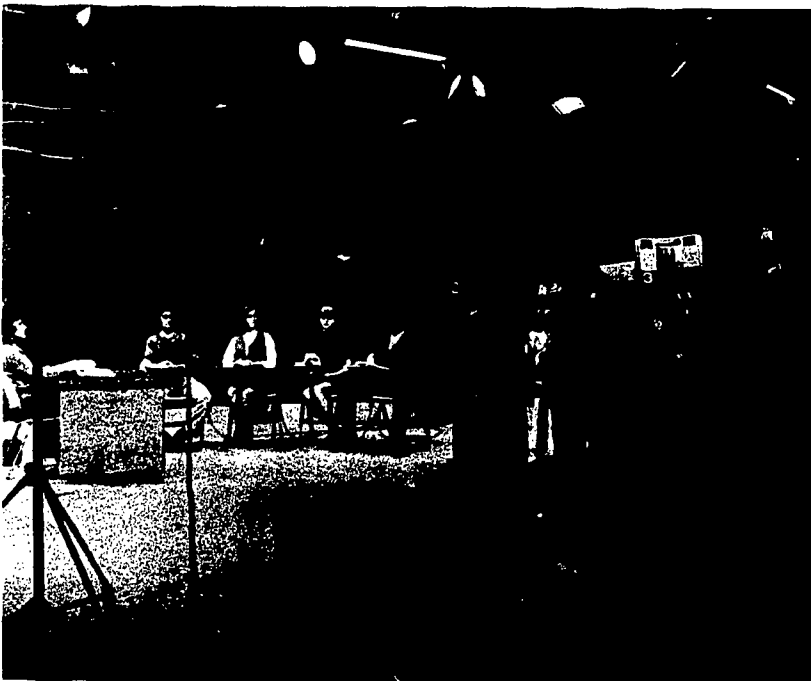
"English as a Second Language" proved so helpful and popular that we repeated the entire course for our summer session.



Thomas Emery
Painting With Pastel



Bill Gookin
The Not So Solid Earth



Joan Severson
Challenger of Tradition: The Poet

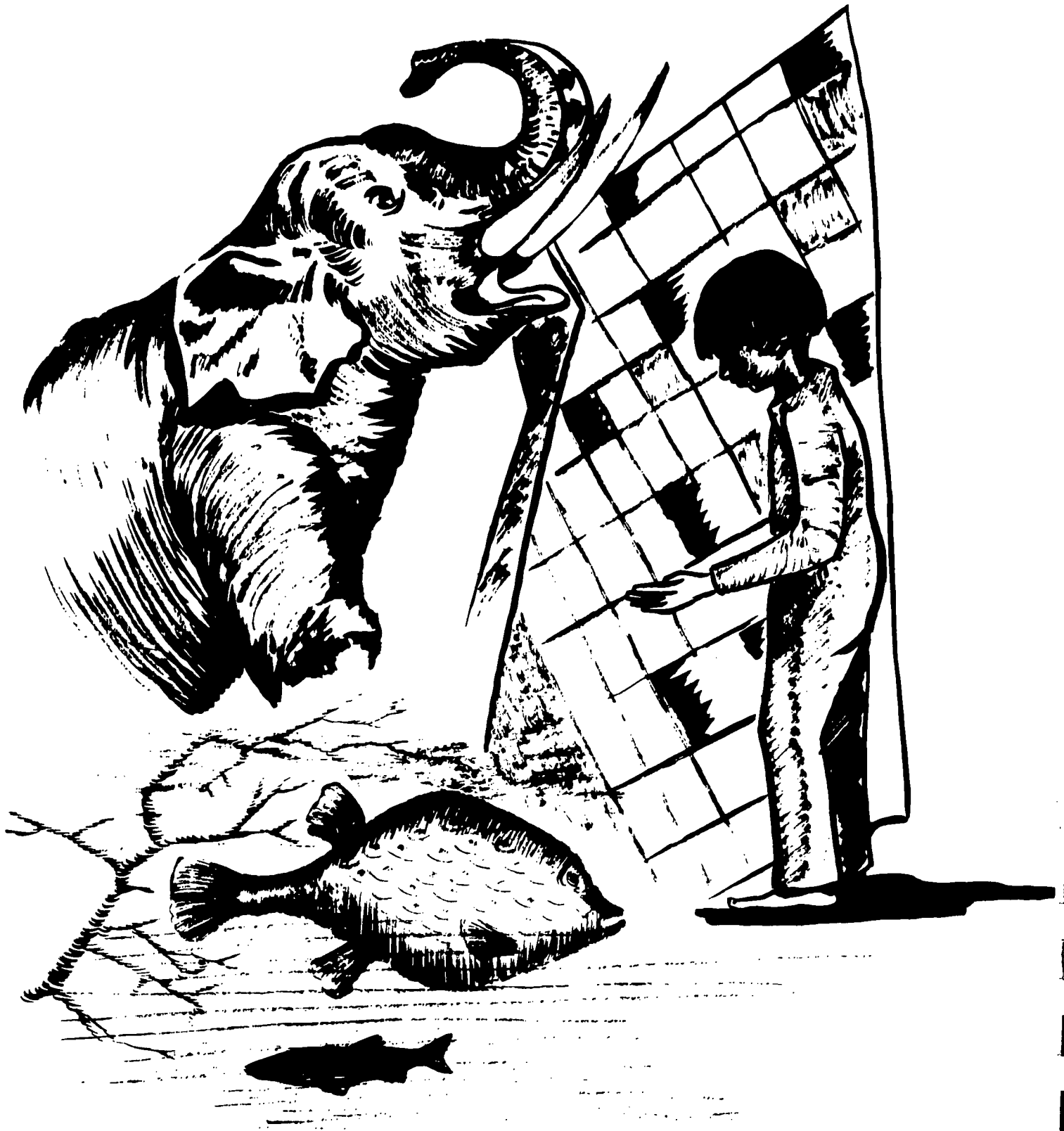
T H I R D S E R I E S

Painting With Pastel

The Not So Solid Earth

Challenger of Tradition: The Poet

PAINTING WITH PASTEL



PAINTING WITH PASTEL

Thomas Parker Emery, Instructor

March 27, 1971 to June 4, 1971

Description of Course

"This course is to introduce the student to a color process that can be both a painting and drawing tool. Pastel is the only painting medium that is quick, economical, and perhaps the easiest to use. It is beautiful and delicate. There is little or no written material on the direct use of the two types of pastels that will be used in this course. This will be, as far as your instructor is concerned, the first time that a course in pastel painting has been designed for a television audience."

"Painting with Pastel" was the third in the series of Art Classes to be presented on TV CLASSROOM. By this time Mr. Emery became an old hand (or should I say, old ham) at Television teaching. The pastel painting course was probably the most adaptable course for television of the art courses so far because of the beautiful color schemes utilized. Techniques such as the split screen effect and Chroma-key were used by the TV-8 technicians to heighten the interest level of the audience. As was mentioned before, the instructor announced each color used for the benefit of the viewers with black and white sets. This course proved so popular that it was repeated for the summer series.

I must again quote from Mr. Emery's pastel manual, "A Treatise on Pastel."

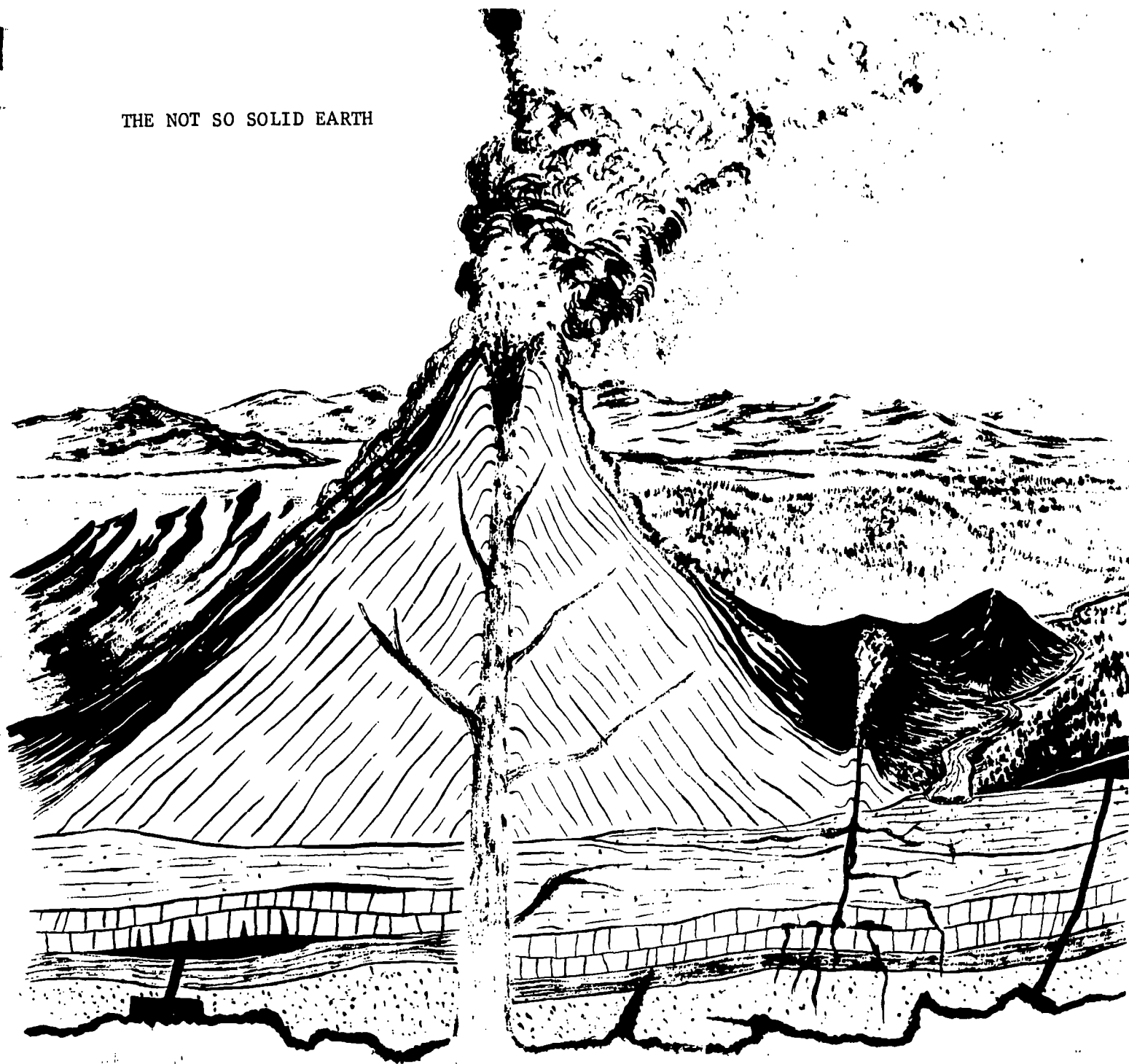
"We know that pastel, or a medium similar to pastel, was used by pre-historic men who occupied caves in and around France and Spain, eighteen thousand years ago."

"Painting with Pastel"

(1) "The Egyptians used a similar method in the manufacture of their paste-crayons as did the pre-historic people. They also drew and painted on stones covered with lime and calcium carbonate mixed with the hide and hoof glues of animals as far back as 10,000 B.C." (2) "The refinement of pastel and the use of other color pigment as a drawing medium was not explored during any of the Renaissance periods, for here, the great media of painting were egg tempera...frescoes....the drawing mediums such as the wood engraving, wood block and the etching and engraving on metal plates...." (3) "The Baroque period rediscovered the multi-colored pigments in the form of paste-crayons and even the refinement in the name given to this delicate and handsome medium today called pastel." (4) "Since the Second World War, we find American women portrait painters exelling in the medium when executing portraits of children." (5) "Pastel is the simplest of all methods of laying color within an enclosure on a flat support. There are two types: three grades of Natural Pastel, soft, medium and hard, and one grade of Unnatural Pastel.... In pastel, both natural and unnatural, the color remains the same as when painted even after a long period of time...."

The focus of this course was to teach the student to draw by observing the instructor drawing landscapes, flower arrangements, seascapes, building and other scenes. He also taught how to mat and frame a pastel painting. It was best for the student to have had the drawing course, but if he didn't he could have purchased the drawing manual and attempted to understand the basics of drawing by reading the manual. We look forward to seeing Mr. Emery on Television next fall.

THE NOT SO SOLID EARTH



THE NOT SO SOLID EARTH

Bill Gookin, Instructor

March 27, 1971 to June 4, 1971

Description of Course

"Man regards the earth as static and unchanging until he is jolted into the reality of a dynamic world by something as dramatic as volcanic eruption or earthquake. This course will help you to read the clues in and around San Diego that tell of the awesome changes that have created and continue to change the Southern California landscape. You will discover clues in rocks, fossils, mountains, and fractures as you touch upon an understanding of the forces that produce these changes in waves, rivers, winds, and shifting continents."

Bill Gookin, a local science teacher and geologist, taught this exciting and timely course for TV CLASSROOM. "The Not So Solid Earth" appeared at a time when the people of San Diego were concerned about the dangers of an earthquake shaking up our land. Aside from the study of earthquakes, Mr. Gookin concentrated on describing the various types of rocks found on the earth's surface - shale, sandstone, marble, limestone - the definitions of such terms as "fault," the physical properties of minerals, soil erosion, the changing coastline, glaciers, wind, sedimentary rocks, rocks from within the earth's crust, the movement of the land, volcanoes, and the ages of rocks.

As in our other science TV courses, "The Not So Solid Earth" was presented utilizing an assortment of visual aids, such as igneous rocks (rocks which have cooled and solidified from a molten condition - fire formed), a miniature model of soil eroding the mud in a stream, samples of fossils imbedded

"The Not So Solid Earth"

in rocks, and an actual sheet of paper from a Seismograph that was recorded during the Los Angeles earthquake in February, 1971.

Mr. Gookin also displayed actual slides, photographs, and moving pictures of earthquake faults in and around San Diego County that he had taken himself while flying over these areas. Similarly, TV-8 lent us some footage from one of their news reports of the Los Angeles earthquake, which included an interview with a man who was at the scene of the collapse of the Veterans Hospital in Sylmar, California. The visual presentation of this series was such a success that the Division of Adult Education has decided to purchase this presentation from TV-8 to include in our permanent files so that we may broadcast it again .

Some of the facts Mr. Gookin presented are as follows: Weathering of a granite rock ultimately produces clay, sand and dissolved salts. (2) A common mineral that can be scratched by a knife is calcite. (3) Rocks that cooled deep beneath the surface would have large uniform size crystals. (4) The spires and columns of Bryce and Zion National Parks have been shaped by weathering and rain.

CHALLENGER OF TRADITION: THE POET



CHALLENGER OF TRADITION: THE POET

Joan Severson, Instructor

March 27, 1971 to June 4, 1971

Description of Course

"Why should we honor only those that die upon the field of battle, a man may show as reckless a courage in entering into the abyss of himself." W.B. Yeats

"Very often the poet is one of the most misunderstood men in his own time. Because he sees the world clearly and refuses to compromise his ideas and ideals, he is often a lonely outcast. Yet he persists and endures long after lesser men have been forgotten. In this course we will examine the works of those exciting men and women who were forerunners--who forged the path for the poets of our time, as well as study the works of the poets of today."

Making her second appearance on TV CLASSROOM was Mrs. Joan Severson, an English teacher at Hoover and Clairemont Adult Schools. This modern poetry course was unique in that Mrs. Severson invited four students from her regular classes to take part in discussions of the modern poems. The students did the homework assignments along with the TV viewers and were prepared to discuss, criticize and perform the poems assigned for each session. This discussion format of "Challenger of Tradition: The Poet" aided the viewers in that they were able to hear many interpretations of the same work, instead of listening to the instructor alone. In many of the shows, the students read the poem, while music played in the background and pictures were flashed on the screen. For instance, while a student performed Walt Whitman's "Miracles," the TV viewers saw beautiful scenes of a meadow, a child swinging on a swing, a field of flowers, and the ocean - thus, the poems were visually depicted so that the viewer was able to get a feel for the poem.

"Challenger of Tradition: The Poet"

The theme of the course was modern poetry versus traditional poetry, thus Mrs. Severson wished to show the progression in theme, form and techniques from John Keat's "Ode on a Grecian Urn," written in the nineteenth century to Robert Frost's "Mending Wall," an example of modern free verse. The following is a brief outline of the content of the course: (1) WINDS OF CHANGE - including Walt Whitman's "Miracles" (2) BROADENING HORIZONS - including Robert Frost's "Mending Wall" (3) INFINITE VARIETY - including Carl Sandburg's "Chicago" (4) THE INTELLECTUAL AND THE INDIVIDUAL - including T.S. Eliot's (the intellectual) "Preludes" and e.e. cummings' (the individual) "Spring is Like a Perhaps Hand" (5) THE WIDENING MAINSTREAM - including Countee Cullen's "Incident" and Karl Shapiro's "My Grandmother" (6) THE POETRY OF BEAUTY - including Wendell Berry's "The Peace of Wild Things" and Elinor Wylie's "Full Moon" (7) THE POETRY OF PROTEST - including Stephen Crane's "A Youth" and Randall Jarrell's "Come to the Stone" (8) THE POETRY OF IDEAS - including Elinor Wylie's "Let No Charitable Hope" and Stephen Crane's "There Was a Man" (9) LOCAL POETS AND A MINSTREL - including Ruth Noonan's "Picture at Twilight" and Elizabeth Coleman's "Games" and Bob LeBeau singing "The Girl With the Lettuce Leaf Smile" - an original song.

The ninth lesson was especially interesting in that Mr. Bob LeBeau, a local entertainer and composer, sang his original composition in order to show that song is poetry too. The book used was The Voice That Is Great Within Us - American Poetry of the Twentieth Century edited by Hayden Carruth. The visual presentation of the poems, the addition of students for the purpose of discussion, and Mrs. Severson's relaxed manner and great knowledge of modern poetry made this course one of the most successful literature course ever offered on TV CLASSROOM.

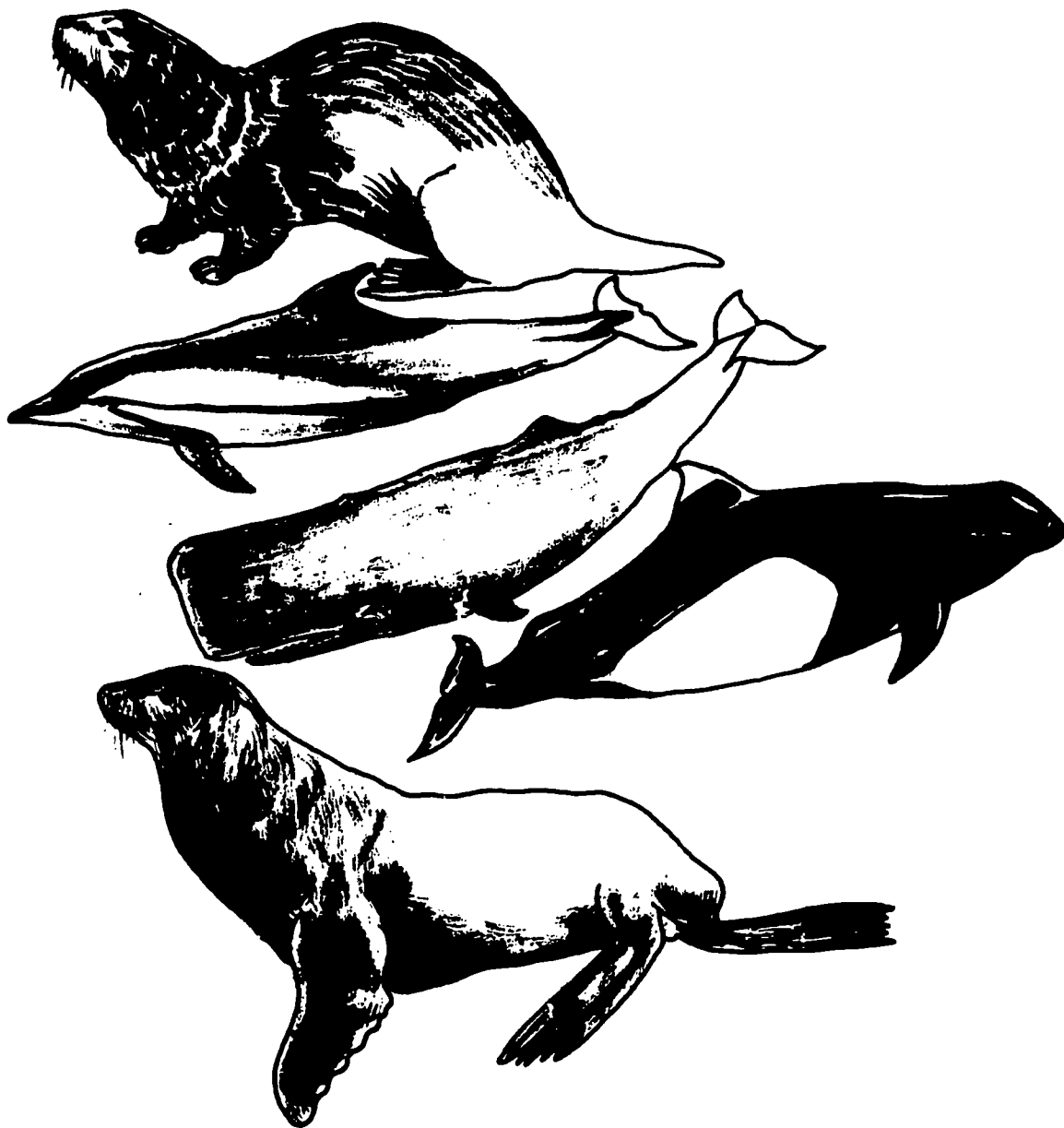
S U M M E R S E R I E S

Painting With Pastel

Endangered Marine Mammals

English As A Second Language

ENDANGERED MARINE MAMMALS



ENDANGERED MARINE MAMMALS

Al Pentis, Instructor

June 9, 1971 to August 11, 1971

Description of Course

"Our natural environment is constantly endangered by man's very existence. This is a necessary by-product of population growth and expansion. It is up to us, as an intelligent and sane race, to continually be aware of our natural environment so that we might keep our encroachments to a minimum. This series of lessons will attempt to explain some of the ocean wildlife problems which man has created in the past so that we can better understand these problems in the present and future. Understanding leads to improvement. Our main theme is a sincere hope that it is not too late."

"Endangered Marine Mammals" was the course that prompted the second appearance of Al Pentis on TV CLASSROOM. This series began where his previous series, "The Ocean World" left off. For this course, Mr. Pentis covered more reasons why man is killing and endangering the life from the sea. The course covered mainly the San Diego area, utilizing slides and pictures from areas such as Ocean Beach and La Jolla. The instructor dwelt on the return of the sea otter, the destruction of the least tern in Southern California, the ownership of the abalone in San Diego, the disappearing tide pools, and the habits and descriptions of the Guadalupe Fur Seals, the Elephant Seal, the Southern California Sea Lion, Harbor Seals, Dolphins, Whales, Anchovies and Sardines.

Some facts presented in this course include (1) Man overburdens our ecosystem because he herds and cultivates, remodels instead of fitting in, does not control his population, and relies on nature to handle his waste. (2) The largest

"Endangered Marine Mammals"

colony of Least Terns on the West Coast is right here in San Diego. (3) The sea otter is probably the only animal believed to have an artifact which is passed down from one generation to another. (4) Most sea otters die from starvation because their teeth go bad. (5) The creatures in the tide pools have learned to adapt to drying out, temperature, change, salinity concentration, and pounding surf because of the natural selection of their species. (6) The most significant factor destroying our tide pools is man's population.

The technique of chroma-key was extensively used in this course. In simple terms, this electronic process transforms a slide, picture or moving picture to fill up the entire television screen so it looks as if the instructor is standing in the scene depicted in the picture. Mr. Pentis utilized ocean scenes to make the course seem more interesting and to visualize the area being discussed so the viewer would be able to see as well as hear about the natural phenomenon.

COMMENTS FROM VIEWERS

"Professor Emery is an inspirational and dynamic teacher, boundless in his knowledge and in his desire to share it. He creates an oasis in which I am growing. I attend his Art History class in La Jolla. I am well qualified to say that bringing him to us in our homes is a beautiful way to start the day."

(Mrs. John M. Foster, II)

"I have enjoyed your classes on the Ocean World this semester. Never once was I tempted to turn off the T.V. And I have walked out of classes (full professor's too) taught by the dull. Do hope you will have another series after Christmas. There is much more to learn. Visuals are outstanding."

(Evelyn E. Binckley)

"Your 7:30 a.m. Saturday program on Black American History by Bob Russell was most informative and interesting. It appears to be a series, and if the series is printed or published we would like to have it."

(Mrs. Donald F. Dean)

"I would enjoy attending Mr. Thomas Emery's class on art...but since this has not been possible the next best thing is watching him on T.V. I did not realize at first, so missed much of it. I would like a manual...."

(Mrs. Cleo Bissell)

"I have watched every one of your reports on The Buying Game on T.V. and I found it very helpful and educational to my benefit..."

(Mrs. Max Amaro)

"Thank you Mr. Beam for your program - met our need re buying a home..."

(Mr. & Mrs. P.C. White)

"I taught English for many years in the high schools of New York City, and am enrolling in the course to learn better ways of teaching English to foreigners....Hope this rather unorthodox approach to your course meets with your approval."

(Mary B. Farquhar)

"It has been a joy to get up early and follow your directions in applying color to sketch pad pages....My husband has just retired and I am trying to keep an atmosphere of enjoyment and leisure, so this is a fine opportunity to add a dimension...and to try my hand at sketching."

(Glad Austin)

"On April 10th at 7 a.m. I listened to your Geology Education programme dealing with among other things the problem of erosion and the formation of rivers, escarpments, beaches, erosion etc. I found this programme so instructive that I am waiting to see if I can obtain a copy from you...."

(Frank T. Wood)

"There is something to get up for on Saturday mornings; that is the television class on Poetry on Channel 8. We enjoy it very much - the students' insight to life, their grasp of the significance of poetry, the broad spectrum of life-relatedness brought out by the instructor. Such an exceptional reader of poetry - BILLY (Rice) - whose innate dignity and ease, with an exceptional ability to encompass wide ranges of reality - from the character of a man to the intricacies of gambling - offers us a bridge, as it were, between varied cultures. We hope he might go on to give us a regular series on television of delightful interpretations."

(M.R. Wilbur)